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Integrated Management of Childhood Illness (IMCI)
Complementary Course Facilitator Training

PARTICIPANT'S MANUAL

Prepared by World Education, Inc
For the BASICS Partnership

To accompany the
IMCI Complementary Course Facilitator Training Manual
September 1998

USAID Purchase Order #CR-96-03

FACILITATOR TRAINING GOALS

By the end of the Facilitators' Training, participants will have

- identified the learning needs of the participants in the IMCI Complementary Course,
- reviewed and practiced critical segments of the IMCI Complementary Course by using the materials designed for the Course,
- learned and/or refined their use of the participatory training methods used in the IMCI Complementary Course,
- learned and practiced the feedback system used in the IMCI Complementary Course,
- evaluated their own abilities in using those methods to train IMCI content

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INTERVIEWS WITH A PARTNER

INSTRUCTIONS

Look around the room and identify someone that you do not know, or that you do not know well. Ask him (or her) to be your partner for this activity.

From that person, find out the answers to the following questions. Take 2 - 3 minutes to do this.

When you are finished, your partner will ask you the same questions. Then the facilitator will ask you to introduce one another to the rest of the group.

INTERVIEW QUESTIONS

- What is your name?
- What is your occupation?
- Where do you work?
- How long have you been involved in managing childhood illness?
- What else about you would you like us to know about you?
- What expectations do you have of the Facilitators' Training for the IMCI Complementary Course?

**IMCI COMPLEMENTARY COURSE
FACILITATOR TRAINING**

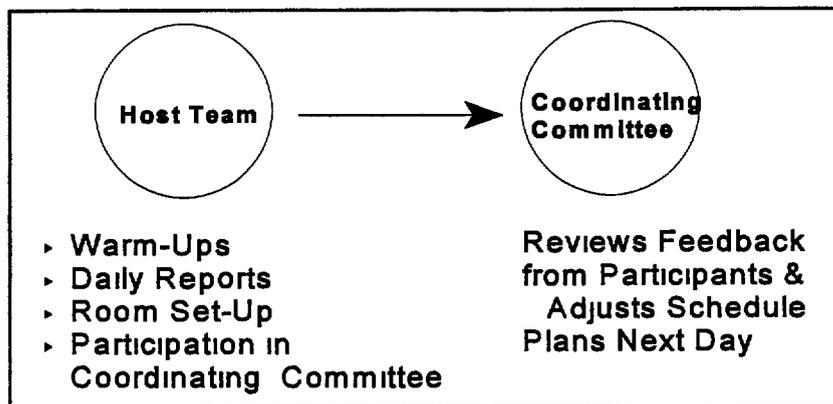
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 8 00 - 12 30	8 00 Registration 8 30 Welcome and Introductions Find Out Participants Experience Orientation to the CC and its Participants	8 00 Review of Previous Day Energizer* Daily Objectives Review of ALC & PET Group #1 Practice Facilitation & Feedback Group #2 Practice Facilitation & Feedback	Review of Previous Day Energizer* Daily Objectives Review of ALC & PET Group #4 Practice Facilitation & Feedback Prepare Practice Facilitation	8 00 Review of Previous Day Energizer* Daily Objectives Review of ALC & PET Group #3 Practice Facilitation & Feedback Group #4 Practice Facilitation & Feedback	8 00 Review of Previous Day Energizer* Daily Objectives Group #7 Practice Facilitation & Feedback
Afternoon 1 45 - 5 00	Energizer* Introduce Participatory Education Checklist Orientation to Facilitator s Guide Prepare Practice Facilitation Evaluate the Day	Energizer* Group #3 Practice Facilitation & Feedback Prepare Practice Facilitations Overnight Assignments Evaluate the Day	Energizer* Group #1 Practice Facilitation & Feedback Group #2 Practice Facilitation & Feedback Evaluate the Day	Energizer* Group #5 Practice Facilitation & Feedback Group #6 Practice Facilitation & Feedback Evaluate the Day	Energizer* Role of Feedback in IMCI CC Post-Training Self- Assessment Evaluate the Training Closing Ceremony
5 15	Steering Committee Meeting				

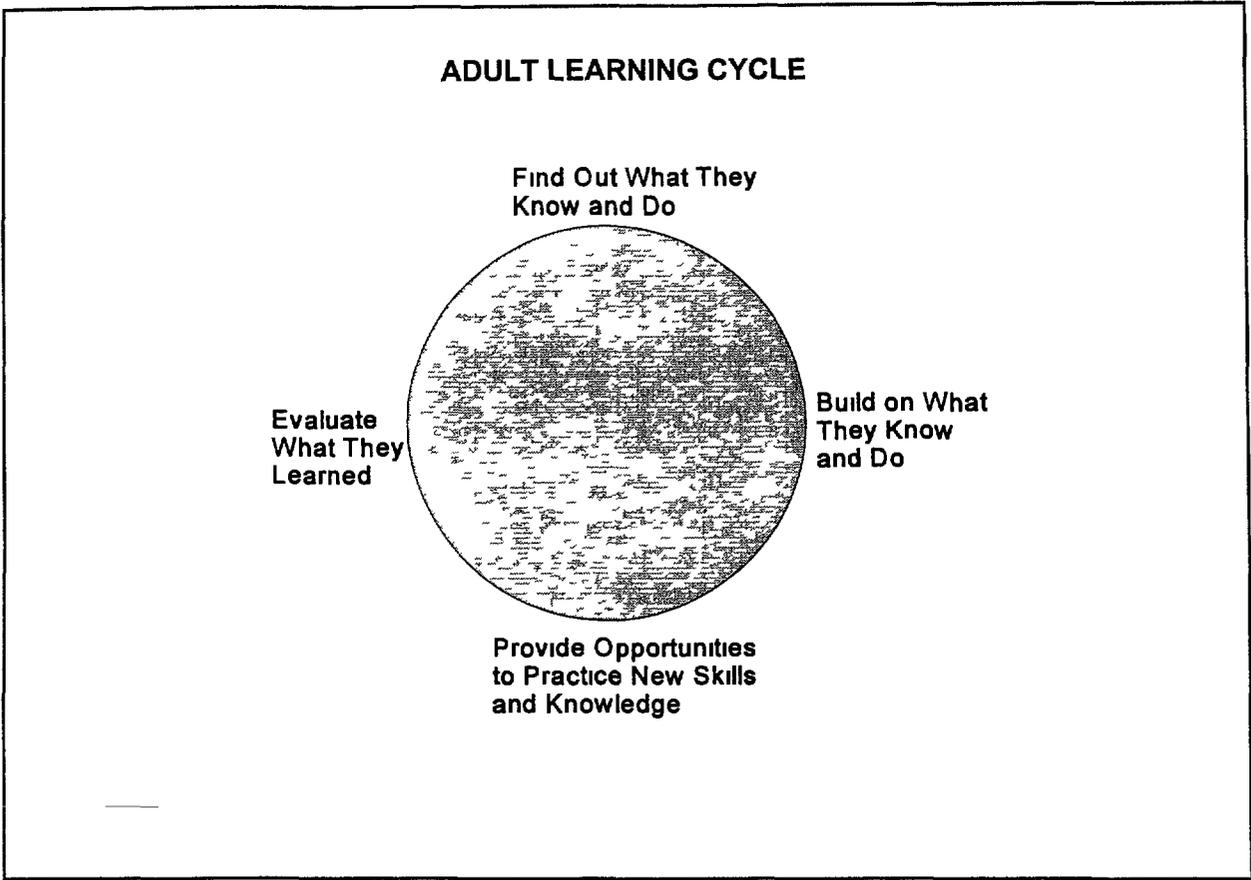
*Host Team

THE WAY WE WORK

STEERING COMMITTEE AND HOST TEAM RESPONSIBILITIES

You will be asked to sign up to be a member of one host team during the Facilitator Training. Each Host Team plays an important role in helping the facilitator carry out the Facilitator Training. It is also a good opportunity for you to practice your facilitation skills by conducting warm-ups and energizers.





This is the cycle on which the entire IMCI Complementary Course, and the Facilitator Training is based. You will refer to it frequently.

IMCI COMPLEMENTARY COURSE SCHEDULE							
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
Plenary Introduction to IMCI Overview of the Course Working Groups Introduction Act #2 Find Out What the Participants Know Introduction Act #3 Introduction to the Case Management Process	Working Groups 8 00 ACSC Act #1 General Danger Signs ACSC Act #2A -B Assess and Classify Cough or Difficult Breathing	Working Groups 8 00 Review Clinical Practice 8 30 Assess and Classify Cough or Difficult Breathing 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 30 IMCI Process through Assess and Classify Diarrhea 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 30 IMCI Process through Assess and Classify Fever 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 30 IMCI Process through Assess and Classify Ear Problem and Assess Malnutrition 12 00 Feedback	FREE	
12 30 Lunch							
Working Groups 13 45 Introduction Act #4 Introduction to the ACSC Wall Chart Introduction Act #5 Introduction to the Recording Form 17 00 End Day	Working Groups 13 45 ACSC Act #2C Classify Cough or Difficult Breathing ACSC Act #A Assess and Classify Diarrhea Dehydration Orientation to Clinical Practice 17 00 End Day	Working Groups 13 45 ACSC Act #3B-C Assess and Classify Diarrhea Persistent Diarrhea & Dysentery ACSC Act #4A Assess and Classify Fever 17 00 End Day	Working Groups 13 45 ACSC Act #4B-4C Assess and Classify Fever ACSC Act #5 Assess and Classify Ear Problem 17 00 End Day	Working Groups 13 45 ACSC Act #6A Assess Malnutrition & Anemia ACSC Act #6B Classify Nutritional Status 17 00 End Day	Working Groups 13 45 ACSC Act #7 Immunization Status Act #8 Identify Feeding Problems 17 00 End Day		
Facilitators Meeting							

IMCI COMPLEMENTARY COURSE SCHEDULE					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Working Groups 8 00 Review ACSC Act #9 Evaluate Other Problems Clinical Practice 9 15 Entire ACSC Process 12 00 Feedback	Working Groups 8 00 Review 8 45 Identify Treatment Act # 3 - 4 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 45 Entire ACSC & Treat Process (as far as possible) 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 45 Entire ACSC & Treat Process (as far as possible) 12 00 Feedback	Working Groups 8 00 Review Clinical Practice 8 45 Entire ACSC & Treat Process (as far as possible) 12 00 Feedback	Plenary 8 00 Applying IMCI in Your Site 12 00 Program Evaluation and Workshop Closing
12 30 Lunch					1 00 Lunch
Working Groups 13 45 Identify Treatment Act # 1-2 17 00 End Day	Working Groups 13 45 Identify Treatment Act #5 Treat the Child Act #1 17 00 End Day	Working Groups 13 45 Treat the Child Act #2 - 4 17 00 End Day	Working Groups 13 45 Treat the Child Act #5 & Follow-Up Act #1 - 2 17 00 End Day	Working Groups 13 45 Follow-Up Act # 3- 5 & Summary of MSYI 17 00 End Day	14 30 - 16 30 Facilitators Meeting
Facilitators Meeting					

BRAINSTORM Checklist

Introduced Brainstorm

- Introduced focus question for brainstorm
- Introduced procedure for brainstorm

Facilitated Brainstorm

- Allowed all participants to give input
- Quickly and accurately wrote down participants' responses
 - ▶ Co-facilitator wrote responses on flipchart, using participants' words
- Did not analyze responses during the flow of ideas
- If necessary, facilitator checked with participant to make sure that her/his ideas were accurately recorded on flipchart

Processed Brainstorm

- Depending on the objectives of the brainstorm
 - ▶ Used brainstorm responses in follow-up activities
 - ▶ Clustered responses
 - ▶ Made conclusions

Concluded Brainstorm

- Made connection between brainstorm and next activity

CASE STUDIES & CRITICAL INCIDENTS Checklist

Introduced Case Study

- Gave clear instructions on how to complete case study
- Ensured that all participants have copy of the case study and other appropriate materials

Oral or Guided Case Study

- Read case study clearly and loudly enough for all participants to hear
- Ensured that all participants were following along
- Clarified questions, as appropriate

Written Case Study

- Allowed sufficient time for all participants to complete case study
- Clarified questions, as appropriate

Video Case Study

- Before session began, checked to make sure that videotape was cued properly
- Ensured that all participants could clearly see and hear the videotape
- Repeated segments of videotape that were not clear to the participants

Processed Case Study

- Asked participants for their answers to the case study
- Corrected responses as necessary
- Attempted to determine why incorrect answers were given
- Made appropriate clarifications

Summarized Case Study

- Reviewed critical points that were covered during the discussion

CO-FACILITATION Checklist

Preparing the Session

- Together, reviewed Activity Plan before session
- Decided on roles and responsibilities
- Worked out a system for making adjustments in session
 - ▶ Time
 - ▶ Materials
 - ▶ Audio-visual equipment
 - ▶ Other

Co-facilitating the Session

- Carried out roles and responsibilities without causing confusion among participants
 - ▶ Lead discussion
 - ▶ Distributed handouts
 - ▶ Prepared materials
 - ▶ Recorded responses on flipcharts
 - ▶ Posted flipcharts as needed
 - ▶ Queued audio visual equipment
 - ▶ Helped to ensure that all participants were heard
 - ▶ Helped to ensure that all participants were heard accurately
 - ▶ Helped to ensure that facilitator was heard
 - ▶ Monitored the participants for possible confusion, misunderstanding
 - ▶ Monitored time
- Anticipated needs of participants

Debriefing the Session

- Met to discuss improvements for next day's co-facilitation

**DEBRIEFING
(or FEEDBACK SESSIONS)
Checklist**

Introduced Debriefing

- Reviewed topics covered in Clinical Practice Session
- Reviewed objectives of Clinical Practice Session

Facilitated Debriefing

- Asked participants to share difficulties encountered
- Discussed difficulties observed during the Clinical Practice Session
- Clarified problem areas
- Corrected incorrect technique (by demonstration, if possible)

Summarized Debriefing

- Highlighted participants' successes in learning new skills
- Outlined areas for further work

DEMONSTRATIONS Checklist

Prepared Demonstration

- All appropriate materials were prepared before session
- Demonstration situated so that all participants can clearly see and hear
- Demonstration situated so that facilitators can clearly see and hear participants

Introduced Demonstration

- Explained the purpose of the demonstration
- Gave clear instructions

Demonstration by Facilitator

- Accurately followed procedure being demonstrated
- Completely followed procedure being demonstrated
- Checked for understanding on the parts of all participants
 - ▶ Asked good checking questions
 - ▶ Checked *each* participants' grasp of the information
 - ▶ Asked participants to demonstrate procedure

Demonstration by Participants

- Gave clear instructions for the procedure to be demonstrated
- Gave clear instructions for the process to be followed (which participants will do what and when)
- Monitored accuracy of participants' demonstration
- Corrected participants' demonstration, if necessary
- Asked participant to repeat demonstration, if necessary
- Used good communications skills to correct participants' demonstration, as necessary

Processed Demonstration

- Reviewed critical skills covered by demonstration

DRILLS Checklist

Introduced Drill

- Introduced topic of drill
- Introduced procedure for drill
- If necessary, instructed participants to move to correct Wall Chart

Conducted Drill

- Ensured that participants had proper reference material
- Was prepared with correct questions and responses
- Quickly asked questions
- Listened for proper response
- Kept drill lively
- In non-judgmental manner, asked next participant the question if an incorrect response was given
- Monitored misunderstandings, incorrect responses
- Corrected incorrect responses

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**EVALUATION CARDS
Checklist**

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ICE BREAKERS AND ENERGIZERS Checklist

Prepared Icebreaker

- Chose activity that
 - ▶ Related to the work to be carried out during that day or during that session
 - ▶ Helped further the goals of the training
 - ▶ Actively engaged all participants
 - ▶ Took no longer than 10 minutes to conduct
- Had all necessary materials prepared beforehand

Introduced and Conducted Icebreaker

- Explained purpose
- Clearly explained procedure
- Monitored participants to make sure that all were participating
- Other

Processed Icebreaker

- If appropriate, asked participants what happened during the icebreaker
- Helped participants relate the icebreaker to the day's work

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LECTURETTES Checklist

Prepared Lecturette

- Identified handouts to be used during lecturette
- Identified focus questions for use during lecturette

Introduced Lecturette

- Explained key topic to be covered in lecturette
- Introduced topic in manageable segments
- Introduced topic in at least two ways
 - ▶ Stated information
 - ▶ Used handouts
 - ▶ Used charts
 - ▶ Used participants' previous experience as reference
 - ▶ Used "real life" examples from facilitator's previous experience
- Used handouts in correct sequence
- Used handouts at the appropriate time
- Checked for understanding on the parts of all participants
 - ▶ Asked good checking questions
 - ▶ Checked *each* participants' grasp of the information
- Managed time well
- Allowed participants to ask clarification questions
- Answered questions correctly
- Answered questions respectfully

Evaluated Lecturette

- Followed up with an activity to see how well the topic was understood by participants

PEER TEACHING Checklist

Prepared Peer Teaching Opportunities

- ▶ Identified exercises in activities where participants can help one another learn the topic
- ▶ Identified methods for use in peer teaching
 - ▶ Case Studies
 - ▶ Critical Incidents
 - ▶ Demonstrations
 - ▶ Clinical Practice Sessions
- ▶ Identified optimal partners for peer teaching
 - ▶ Partner with strong technical skills working with a partner with weaker technical skills
 - ▶ Partner with weak reading skills working with a partner with stronger reading skills

Evaluated Peer Teaching

- ▶ Provided opportunity for facilitator and participants to check understanding of topic
 - ▶ Case Studies
 - ▶ Critical Incidents
 - ▶ Demonstrations
 - ▶ Clinical Practice Sessions

ROLE PLAYS Checklist

Prepared Role Play

- ▶ Identified objectives of role play
- ▶ Prepared all materials
- ▶ Prepared focus questions
- ▶ Prepared setting for role play
- ▶ Ensured that all participants could see and hear
- ▶ Identified roles of facilitator/co-facilitator/participants, as appropriate
- ▶ Rehearsed script

Introduced Role Play

- ▶ "Set the stage" for role play
- ▶ Explained actors' roles
- ▶ Explained participants' roles
- ▶ Gave focus points for consideration during role play

Conducted Role Play

- ▶ Carried out role play completely
- ▶ Carried out role play accurately
- ▶ Ensured that all participants could see and hear
- ▶ Kept action lively
- ▶ Kept role play short (5 - 6 minutes in length)

Concluded Role Play

- ▶ Made it clear to participants that role play was finished

Processed Role Play

- ▶ Using focus points, conducted small group discussion on role play
- ▶ Checked participants' understanding of the critical points of the role play
- ▶ Followed processing guidelines completely
- ▶ Made connection between role play and participants' experience
- ▶ Made transition between role play and upcoming exercises or activities

SMALL GROUP DISCUSSION Checklist

Preparation

- Prepared focus questions
- Prepared the physical setting for the discussion so that all participants could see and hear
- Prepared the physical setting so that the facilitator participated in the discussion, and was not the “lecturer”

Introduced the Small Group Discussion

- Explained the purpose of the discussion

Facilitated the Discussion

- Met the objectives of the small group discussion
- Attempted to ensure that the involvement of participants was fairly balanced
- Kept participants focused on topic
- Refrained from taking a position and monopolizing the discussion
- Allowed sufficient time for discussion, while keeping within time restrictions

Summarized Discussion

- Summarized the discussion periodically, when needed
- At end of discussion, summarized critical points covered

Evaluated Participants' Understanding of Information

- Checked for understanding on the parts of all participants
 - ▶ Asked good checking questions
 - ▶ Checked *each* participants' grasp of the information

VIDEOS Checklist

Prepared Video

- ▶ Queued video to correct segment for exercise
- ▶ Prepared focus questions
- ▶ Prepared appropriate handouts
- ▶ Prepared setting for video
 - ▶ Ensured that all participants could see and hear

Introduced Video

- ▶ “Set the stage” for video
- ▶ Gave focus points for consideration during video

Showed Video

- ▶ Kept segment short (5 - 6 minutes in length)
- ▶ Determined if repeating video segment was necessary

Evaluated Video Exercise

- ▶ Followed video exercise with an activity to see that all participants had learned correct information
 - ▶ Case Study
 - ▶ Demonstration
 - ▶ Questions and Answers
 - ▶ Clinical Practice Session
 - ▶ Other
- ▶ Made connections between video and upcoming activities

ORIENTATION TO FACILITATOR'S GUIDE

The facilitator will ask you to work with 2 - 3 other colleagues to complete the following task. Remember, you are familiarizing yourself with the IMCI Complementary Course Facilitator Guide, you are not yet preparing a complete activity.

From your small group, make sure that someone will write the answers to the following questions on a flipchart, and that someone will present your group's answers to the larger group.

SMALL GROUP TASK

- Where do you find the steps for carrying out the activity?
- Where do you find the learning objectives?
- Where do you find the Activity Outline, and what does it help you do?
- How do you know which materials are needed to carry out the activity?
- Where do you find the answers that participants should give to your questions?
- How does this activity help begin the Adult Learning Cycle?
- What other observations do you have about how the Guide is designed?

PREPARING AN ACTIVITY FROM THE IMCI COMPLEMENTARY COURSE FACILITATOR'S GUIDE

The facilitator will ask you to work with 2 - 3 colleagues to prepare and to practice facilitating an activity from the Introduction to IMCI Component

This will give you an opportunity to see how the IMCI Complementary Course uses the Adult Learning Cycle, and it will give you a chance to help prepare and/or facilitate a session

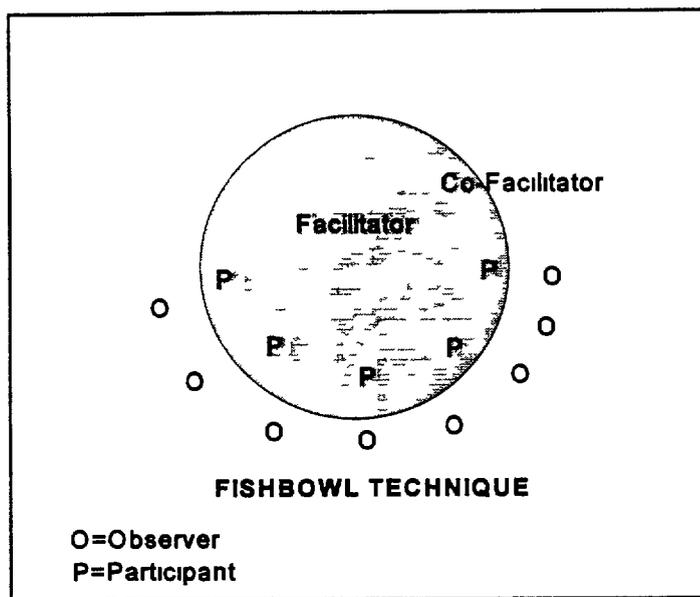
You will have one hour to complete this exercise

SMALL GROUP TASK

- Review the activity that you have been asked to practice and decide who will take the lead in facilitating the discussion (10 minutes)
- Prepare the activity as if you were going to carry it out with participants in a Complementary Course. Gather all the materials that you will need, including handouts, flipcharts, etc (10 minutes)
- With your partner(s), think through who will carry out which roles in the activity. To the extent possible, practice the activity with one another (30 minutes)
- Return to the plenary session prepared to facilitate the activity with the other members of your group. You will have up to one hour to facilitate the activity, and then you will receive feedback on your facilitation

PRACTICE FACILITATION PROCESS

For each practice facilitation session, you will use the fishbowl technique. This technique allows everyone to take part in the activity, and it reflects a real-life Complementary Course, in which there are only 5 - 6 participants in a group.



FEEDBACK SYSTEM

Immediately following each practice facilitation, a participant in the Facilitator Training leads a Feedback Session. S/he asks

- The facilitators: What did you like about the practice facilitation? What would you change about the practice facilitation?
- The participants: What did you like about the practice facilitation? What would you change about the practice facilitation?
- The observers: What did you like about the practice facilitation? What would you change about the practice facilitation?

GOOD FEEDBACK IS

- Specific 'When you did [this action], this is what happened
- Immediate For maximum effect, it should always be given as soon after the fact as possible
- Emphasizing what the learners did well, and building on that
- Only given if the observer actually saw or heard what happened
Feedback should not be based on what someone else said they heard
- Is given in good spirit it is given to help someone improve, and not to criticize

FEEDBACK CAN BE USED

- Immediately following Clinical Practice Sessions
- During Clinical Practice Sessions
- During classroom sessions For example, after a participant carries out a demonstration, the facilitator and other participants can use the feedback system to help participants improve their technical skills

TO SAVE TIME

- Choose one or two things that are critical to the improvement of the participant's skills Focus on those two things
- Do not repeat the same feedback for everyone